DOCUMENT RESUME

ED 316 215 IR 014 213

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TITLE Video Storytime vs. Reading Storytime.
PUB DATE 86
NOTE 16p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Audiovisual Instruction; Comparative Analysis; *Intermode Differences; *Listening Comprehension; Preschool Children; Preschool Education; *Recall (Psychology); *Videotape Recordings

ABSTRACT

This study investigated the differences in recall between children who were read a story from a book and children who watched the same story on videotape. Subjects ranged in age from 2 to 4 years. Four children were chosen at random to listen to a story from a book, and four children were chosen to view the same story on video. The procedure was repeated with four different stories and the children changing situations for each story. Recall tests were given at the completion of each story. A comparison of the scores of control and treatment groups indicated a significant difference in recall in favor of the videotape group. Raw data, recall tests, and titles of the children's books used in the study are appended. (5 references) (GL)

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Video Storytime -vs- Reading Storytime

Nancy Montuori

ABSTRACT

A group of eight children was established to do this study. The children ranged in age from 2 to 4 years old. Four children were chosen randonly to take part in the first situation. In the first situation, the children would listen to a story. Four other children took part in the second situation. These children would view a story on video. This was done with four different stories with the children changing situations at each story. Once the stories were viewed or listened to, a recall test was done. All the scores were added up. The scores for Situation 1 and Situation 2 were computed an a t test was done. The results of a t test of correlated samples was done between the scores of two situations. T [7 df] = 2.5 P. .05 is significant.

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Today, a basic pre-schooler is exposed to the written word in books and television. The child develops most of their language from what is heard either on television or when a child listens to a story. To see what a child has learned, one would ask questions for recall.

With the television era booming each day, a young child is exposed to more things then his or her parents ever saw as they were growing up. Now-a-days, there is the basic television, cable and renting of video tapes. There is great interest in how much a child actually learns from television. In 1960, Kumata evaluated, "Early research on the use of television for formal instruction found no consistent differences between learning from teachers." (p.94) There is very little research on this type of topic that shows where a child learns more from, the informal instruction of formal instruction. More studies have been found dealing with verbal measurement of a student who

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watches something on television. Over all it is how the item is presented and whether there will be a response from the child.

According to Shannon & Fernie (1985) "Print and television are two media that seem to compete for children's time and attention." (p.663) It is known that a child is exposed to viewing television long before he or she is exposed to the written word. Whether it be reading to them or if they read it themselves. It is only in the past 10 years that television is trying to put print on the tube. For example., Sesame Street. Field and Anderson (1985) stated, "When television is used for informal instruction (as in current educational programs such as Sesame Street or 3-2-1- Contact,) the viewer is under no compulsion to pay attention or remember(p.91) Sesame Street is informal learning, but the viewer does tend to pay attention and give recall from it. A child who views Sesame Street can basically be considered as a child who is exposed to the print as well as the television. The type of shows such as Sesame Street has people dictating letters and numbers as well as stories. It seems once children get used to this type of learning it is easy for a child to get engrossed in what is being seen on television. A child can watch television and totally ignore the surrounding. For example if a child is watching television he or she usually blocks out such distractions as the telephone ringing, people talking and the door bell ringing.

When thinking it through one would assume a child would

learn more from the written word rather than television. But according to Rice and Wartella,"Television has the same linguistic code as the rest of life and makes language comprehension demands similar to listening to plays, lectures or stories. "(p.370) A child enriches his own knowledge by switching shows. Just how the same child's knowledge is enriched by hearing a new book. In 1985, Shannon & Fernie state, "Although the contents of these activities are different, the language can be quite the same."(p.667)

Similar studies have been done but the only difference is these studies have been geared towards television. In 1980, Corder-Bolz reported a series of studies in which adult mediation helped children use television more wisely- to learn reading skills, to modify social attitudes and reject violence. According to Corder-Bolz (1980), "As parents and other adults verbalize their interpretations and evaluations of television programs and commercials to their children, the children will internalize these critical viewing skills which can ultimately make television a more positive part of their lives." (p.134) It was found that it is important for a parent or educator to read aloud to and with the child. By all the above, taking the time out, the child can develop skills such as : comprehension, longer attention spans, and eventually reading skills.

A child is always developing. It is important for studies to be done to determine how and why a child does things. When a child is young his or her best friends are usually books and

television. In this study an attempt was made to see whether there will be more recall from children who have a story read to to them from a book or, those children who watch the same story on video tape.

METHODS AND PROCEDURES

The study consisted of eight children in two situations. In the first situation, the children had a story read to them. Then the children answered a set of questions. These are basic recall questions. In the second situation the children viewed the same story on video and then answered the same story on video and then answered the same group of recall questions. In both situations, the children answered the questions individually.

To further the measure of recall, a reversal of procedure was done. The children, who took part in the first situation now watched a story on video and the children who viewed the video in the second situation now listened to a story. They would then be tested with basic recall questions for that story.

The children reversed situations two more times. Each child had two stories read to them and viewed two of the stories on video tape. Once the scores were tallied for each test, a tally was done to see how each child did after viewing the video and hearing the stories. The scores for Situation 1 and Situation 2 were computed to get the mean, standard deviation and difference.

RESULTS

A t test of correlated samples was done between the scores of two situations. T [7 df] = 2.5 P . .05 is significant.

INTERPRETATION OF RESULTS

A t test of correlated samples was done between the two situations. The group consisted of eight children. The scores were tallied up by figuring out how each child did when seeing the video or listening to the story. Situation 1 was the book scores and Situation 2 were the video scores. The score of each situations were then computed. Situation 1 had a mean of 6.75 and Situation 2 had a mean of 9.25. The standard deviation of the first situation was 4.24 and the second situation was 6.52.

The difference between the two situations was -2.5. The degrees of freedom was 7 and the Critical Values of t was at the .05 level the number is 2.36. When comparing 2.36 to the difference of 2.5 which was obtained it was established that T [7 df] = 2.5 P> .05 is significant.

Th e results showed tht when the children saw the story on video the children had better recall of the story. The children enjoyed viewing the video. When ever the children listened to the story they had a hard time concentrating on the book. But whenever the children watched the video they were totally involved in the story.

BASIC STATISTICS SYSTEM

Non-Parametric statistics; Two-Sample Tests

Test for Two Related Samples; Continuous Data

Remarks: Masters Project
Date: 05-03-1989

File name: b:nancy
Number of cases= 8
Number of measures per case= 3

Cases 1 to 8

Test Number 1

X1: 2[Book Score]
X2: 3[Video Score]

Number of missing values= 0

Group	Mean	SD	Diff
1	6.75	4.24	-2.5
2	9.25	6.52	

Sign Test: Z=-2.83 p= 0
Wilcoxon Test: Z=-2.65 p= 0
Spearman Rho: r= .38 t= 1.01 p= .18
Kendall's Tau: r= .21 t= 1.05 p= .15

CONCLUSION

Even though the results for the children who watch the video was significant, there is more to study in this aspect. These children were tested with stories. Another way to measure the recall is to test pre-schoolers on something very basic. An example of this is reviewing colors from a book verses having the child view colors on a video tape. This tape would have to be set up so a child would want to look at it. All the tapes used in the study had interesting graphics for the children. It was important to know that the child was interested in all the aspects of the video.

This study helped to confirm the ideas of Shannon & Fernie (1985) that even though the context of the book and video are different, the language is similar. It has always been assumed that the books are a better source in developing language. Now more and more it is evident that children can be enriched in their language development by watching television.

Finally this study is not saying that a child should be placed in front of a television and forgotten. By using television and books together a child can be well rounded. Television can teach a lot of things but can never replace the quality time of having a parent read the child's favorite story to them. No matter what the results are, for a child to understand or recall a story an adult must be there to guide them through it whether it be a story from a book or from a video tape.

APPENDIX

A. Raw Data

B. Computer Print Out

C. Recall Questions for

1. Horton Hears A Who
2. The Berenstein Bears and The Truth
3. Ugly Duckling
4. Velveteen Rabbit

The Berenstein Bears and The Truth

1. How did the lamp break?
2. What was some of the house rules?
3. Should they be doing that?
4. What was the story that the bears told Mama?
5. Who knew that it really was the soccer ball?

Velveteen Rabbit

1. How did the rabbit come to life?
2. What happened to the little boy?
3. Who was the rabbit's friends?
4. Was he a real bunny?
5. What was the name of this story?

Horton Hears a Who

1. What was the name of the elephant?
2. What did Horton hear?
3. Where do the Who's live?
4. Who took the Who's away?
5. What were they going to boil the dust speck in?

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